

CAREER DEVELOPMENT ACTIVITY #7



Title: Discovering Career Interests *Career Futures*

Standard 8001.01: The student will develop self-knowledge and skills related to the world of work and occupations.

Objective .0101: Acquire self-knowledge related to education and occupational exploration.

Standard 8001.02: The student will explore applied technology education and related occupations.

Objective .0205 Apply economic concepts to personal and workplace experiences.

Standard 8001.03 The student will utilize occupation information in the career planning process.

Objective .0301 Develop and awareness and understanding of six broad career fields.

Objective .0302 Locate and use occupational information.

Objective .0304 engage in the career planning process.

Time: 45-50 minutes

Materials: % Computer Lab with *Career Futures* software installed

% Diskette (for Drive A) for each student is recommended

(or file server space for students to save work for later activity)

% Set of Matchbox cars (Use the set included in the resource box as the bad examples for limited choices. The TLC team should purchase 1 or 2 sets of cool matchbox cars for the better choices.)

% *Career Futures* Interest Activity - Overhead 1 (CD 7.5)

% *Career Futures* Interest Activity - Overhead 2 (CD 7.6)

% Chart Your Future posters 

% Star Stickers - 1 or 2 per student, depending on assessed interests

% "Take an Interest in Your Future" classroom poster

% Optional LCD Projector

Rationale: Students will expand their views of their personal interests and learn how interests are related to career success and satisfaction. Students will be introduced to broad career areas containing many specific occupations. Obviously, students are unlikely to aspire to occupations to which they have never been exposed, so this activity enables students to experience, at a broad level, many different

occupations connected to their assessed interests. It is important to emphasize that each student should expand his or her view of possible careers.

Note: *Career Futures* is the middle/junior high school component of Utah's Career Information Delivery System (CIDS). TLC lessons that make use of this program do not exhaust the potential uses of the program. There are still many *Career Futures* activities and lessons to use with students at other grade levels, and in other content areas.

Things to do or check to ensure that *Career Futures* will work well for students:

1. Have the program loaded on the file server and know how the students will log onto the system to access the program.
2. Go through the *Career Futures* interest activity yourself before presenting this TLC lesson.
3. Have diskettes or hard drive space identified for each student, and be sure that students know how to name and save their sessions to the appropriate location. (You should probably have your computer lab administrator use the *Career Futures* System Manager to set up the location as the default drive. If you need additional information, phone the Utah Career Resource Network, state Career Information Delivery System (CIDS) support line: 1-800-733-7887.)

What? In what activity will the student participate?

[5-10 minutes] Have four Matchbox cars (use four cars or trucks that are rather generic in appearance) displayed at the front of the room. Have the students reflect back to the dream cars they chose or liked on their Wish List. Ask for 4 volunteers to come up and each choose one car/truck that they like or would prefer to drive if they had the chance. After each student has chosen a car, ask him/her if he/she is satisfied with the car he/she has chosen or would like to trade it in on another one. Have the other cars out of sight until at least one student decides he/she would like to trade his/her car in for another one.


At this point bring out the other cool cars from which the students can choose. The students will see immediately that the choices are more varied and have more personality. Have the students trade in their first cars for the newer-choice models. Ask the students who upgraded to more preferred models why they chose the cars they did and why they liked them better than the first-choice cars. Hopefully the students will bring out the ideas of more choice, and a better match to their interests. Now ask the other students who were satisfied with their first choices why they chose the cars they did. Did they match closely with what they really would like? Why or why not?

Now ask the class if anyone who was out shopping for his/her first new car would want to choose from just 4 different cars? Why not? At this point you can introduce the idea that when making decisions that have a lasting effect, we want to make good choices. We want to make choices that are good for us and make us happy. We want to choose from **all the possibilities and options**. If we limit ourselves to just a few options, we might miss the things that would make us most happy and content.

[25 minutes] Tell the students, “One of the biggest decisions you will make – affecting all aspects of your life – is your decision about an occupation. Think how happy your life would be if you could wake up each day eager to go to work thinking, “I get to go to work today! They pay me to do the things I would be doing anyway.” or “I do this for fun and get a paycheck too!” Identifying your interests (things you like to do) and then seeing how these interests match with careers, will give you a better idea about occupations that will make you an eager and enthusiastic worker.”

Tell the students that they are now going to take an interest inventory that will help them identify those things they most enjoy doing. There are no right or wrong answers because this inventory is about them. After they finish answering the questions, the computer will relate their responses to career areas that match most closely with their interests.

Have students sign on to the *Career Futures* program at individual computer stations. Use an LCD projector or overhead projector for *Career Futures*: Interest Activity -Overhead 1 (CD 7.5) to help students move from the main menu screen (click on *Looking at Me*) to the interest activity (click on *Likes and Dislikes*). Students should be able to follow the directions on the screen to complete the 48-item checklist.

As they complete the checklist instruct students to write their **3 highest** Career Futures Interest Areas, in order of preference from highest to least, in box #7 of the **Chart Your Future Poster** . With time remaining in this part of the activity, encourage students to explore the areas for which they demonstrated high interest by clicking on the name of each career area (see overhead 2, CD 7.6), or you can show a live demonstration from the computer. Let students know that this is a preliminary exploration of Career Futures. CDA #14 is designed to teach students the most effective strategies for searching for occupations to match individual interest areas.

Note: To get a demo interest profile, start the profile just like any other user, but hold the shift and control keys down as you click on *Maybe* or one of the other response options. A sample results page is made immediately available.


If students have access to the Internet, they may be interested in hyper-linking directly to a web-site related to each career-interest area. Students may also

wish to print out a copy of their results. To get the most complete summary of their interest areas, students will need to click on *Print* from the screen listing all their interest areas (as shown on overhead 2, CD 7.6). This allows them to *Print Preview* and either make their own notes or print a hard copy of the summary. (Tip: Students could print an interest report on 3-hole punched paper to added to their record books as documentation for CDA #7 or to use with CDA #13.)

Students will then move to the wrap-up screen (click on *Wrap-up*). As they exit the program, have students save their *Career Futures* sessions for future reference. (See bottom screen capture on the overhead CD 7.6 to point out the *Save Session* option.) If students are saving to diskettes, collect them to store in a safe place to ensure availability for future computer sessions.

So What? What will the student learn as a result of participation in this activity?

[10 minutes] Have students briefly discuss their experiences with the *Career Futures* program. You may want to take a quick survey to discover the most popular career areas for the class, and talk about the kinds of occupations within that career area. Emphasize that the sample occupations listed in the summary of results are *only samples*. Students will have the opportunity to see other specific occupations within each of the career areas in later sessions.

Help students locate the interest areas from *Career Futures* on the Take an Interest in Your Future classroom poster. The 3 overlay overheads from CDA#6 may help students clarify the relationship of different terminology. Remember in CDA's #5 and #6 the discussion regarding different ways to classify jobs. Give students 1-2 star stickers, representing their highest interest area(s) as assessed in the activity. These stars are to be placed appropriately on their **Chart Your Future**  posters.

Have students compare where they placed their star stickers for CDA #7 with those from CDA #6. Ask students, "How many of you have stickers in the same interest area for both activities #6 and #7? How many have stickers grouped in adjacent career fields from both activities?" Remind students they are looking for patterns in their information.

Now What? What can the student do with this new information with regard to career development?

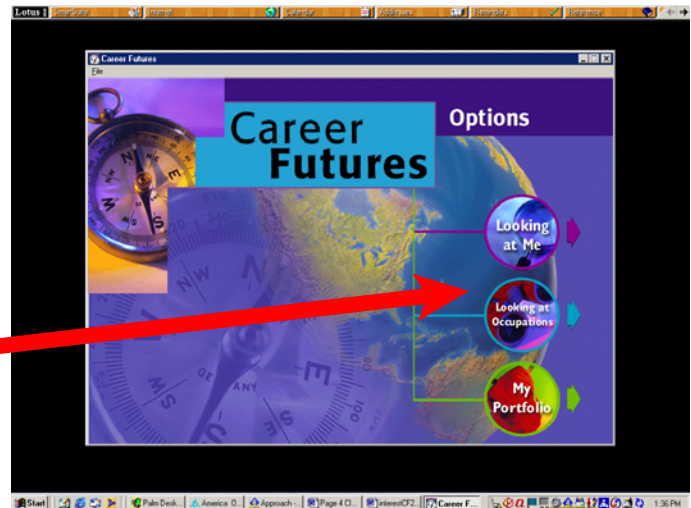
[5 minutes] Ask students, "If you have stickers grouped in the same areas or in adjacent areas what does that tell you about yourself? How can you use these strong interest areas to help you select classes for next year? What occupations related to your interest areas? How can you find more information about occupations that might be interesting to you?"

Likes and Dislikes - 1

Follow your teacher's instructions to set up your *Career Futures* session file from the screens preceding this one.

On this "Options Menu," you'll click **Looking at Me**.

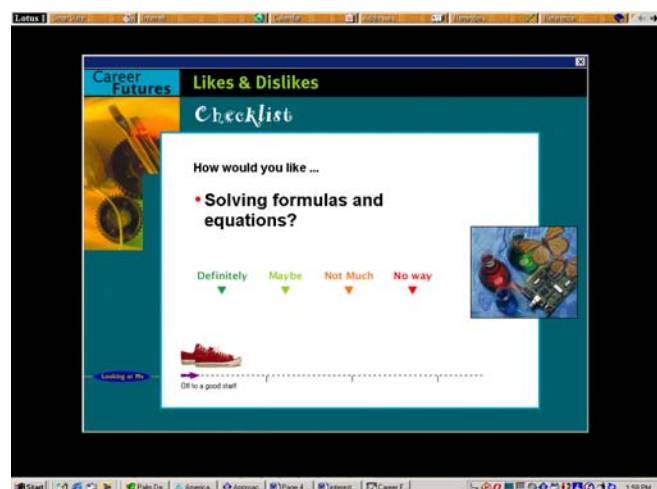
Then select the "*Likes and Dislikes*" activity when the next menu appears.



Follow along with your teacher to best understand the directions for completing the activity.

For each item, click on:

- "Definitely"
- "Maybe"
- "Not Much"
- "No Way"



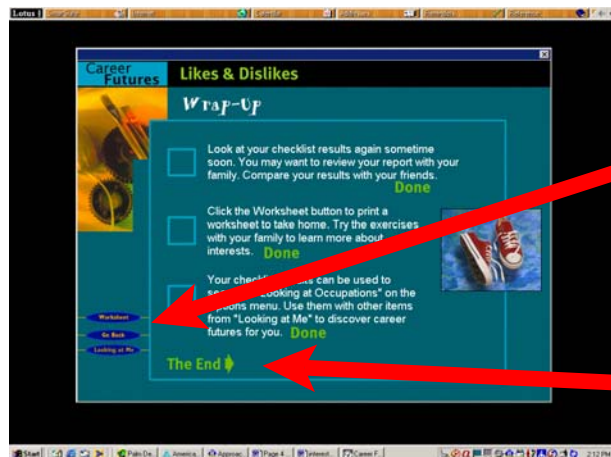
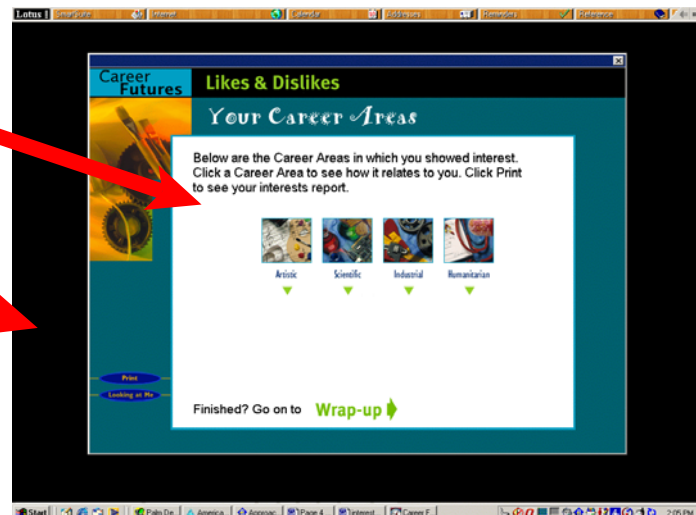


Likes and Dislikes - 2

When you have answered all the items, *Career Futures* will score your checklist. You can click on a career area to learn more about specific occupations.

Check with your teacher before using the “Print” button.
Click “Wrap-up.”

TLC STUDENTS: Note your highest areas of interest on your **Personal Chart Your Future Poster**.



Consider the suggestions you read on the “Wrap-up” screen. Your teacher may have a copy of the worksheet for you, or you can print a copy by clicking here.

Click “The End”

This returns you to the “Looking at Me” activity list. By clicking on the “File” menu, you can exit the program completely, or you can click on “Options Menu” to further explore the information in *Career Futures*.

Be sure to follow your teacher’s directions for saving your session.

